

Why there should not be any second thought linked to an ethical dilemma to prevent education from using business-originated methods to empower change in organization

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Introduction

- Dr Bourqui, serial entrepreneur 10+, business coach and consultant
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Today's challenges for education

- Goals : prepare students for a VUCA world
- Forms : find how education systems can be empowered by technology
- Contents : integrate completely new topics bearing highly ethical concerns

Our claims

- To face today's challenges, education should not look exclusively at teaching and learning
- Schools or universities need to find new approaches for their organizations
- Tools used in the for-profit business can help find new relevant forms of organization

Education and Business ?

Debates on international regulations (WTO)

« We see a clash between those who see education as a public service regulated by states, and those who see it as a service that could be delivered by any supplier regulated by global trade rules. »
(University of Bristol, Robertson, 2006)

translate into a widespread idea that education should be protected from the for-profit business world at any rate.

Business-originated methods are not exclusively aimed at for-profit organizations

An unorthodox look at the myth of Babel reveals a consciousness of specific human skills.

Our approach deliberately forgets about the question of division of languages and focusses at the ways in which organisation is pictured in the myth and its translations and representations.

Organization in Babel

1. How does the myth of Babel speak about organization ?
2. Any idea of what the translators of the King James Bible see in the myth of Babel ?
3. What did Brueghel see in the myth of Babel ?

11 And the whole earth was of one language, and of one speech.

2 And it came to pass, as they journeyed from the east, that they found a plain in the land of Shinar; and they dwelt there.

3 And they said one to another, Go to, let us make brick, and burn them thoroughly. And **they had brick for stone, and slime had they for mortar.**

4 And they said, Go to, let us build us a city and a tower, whose top may reach unto heaven; and let us make us a name, lest we be scattered abroad upon the face of the whole earth.

5 And the Lord came down to see the city and the tower, which the children of men builded.

6 And the Lord said, Behold, **the people is one, and they have all one language;** and this they begin to do: and now **nothing will be restrained from them,** which they have **imagined** to do.

7 Go to, let us go down, and there confound their language, that they may not understand one another's speech.

8 So the Lord scattered them abroad from thence upon the face of all the earth: and they left off to build the city.

9 Therefore is the name of it called Babel; because the Lord did there confound the language of all the earth: and from thence did the Lord scatter them abroad upon the face of all the earth.

Pieter Brueghel the Elder

The Tower of Babel

Museum Boijmans Van
Beuningen, Rotterdam

[More on Google Art
Project](#)



What are we observing in Babel ?

- Early consciousness that vision, innovation, communication lie at the art of human projects
- Possible applications of those elements to business (Brueghel)
- In other words : deeply-rooted human capacities inspire business-originated methods (and not the opposite)
- Therefore : no reason to deprive education from today's powerful tools to develop vision, innovation, communication

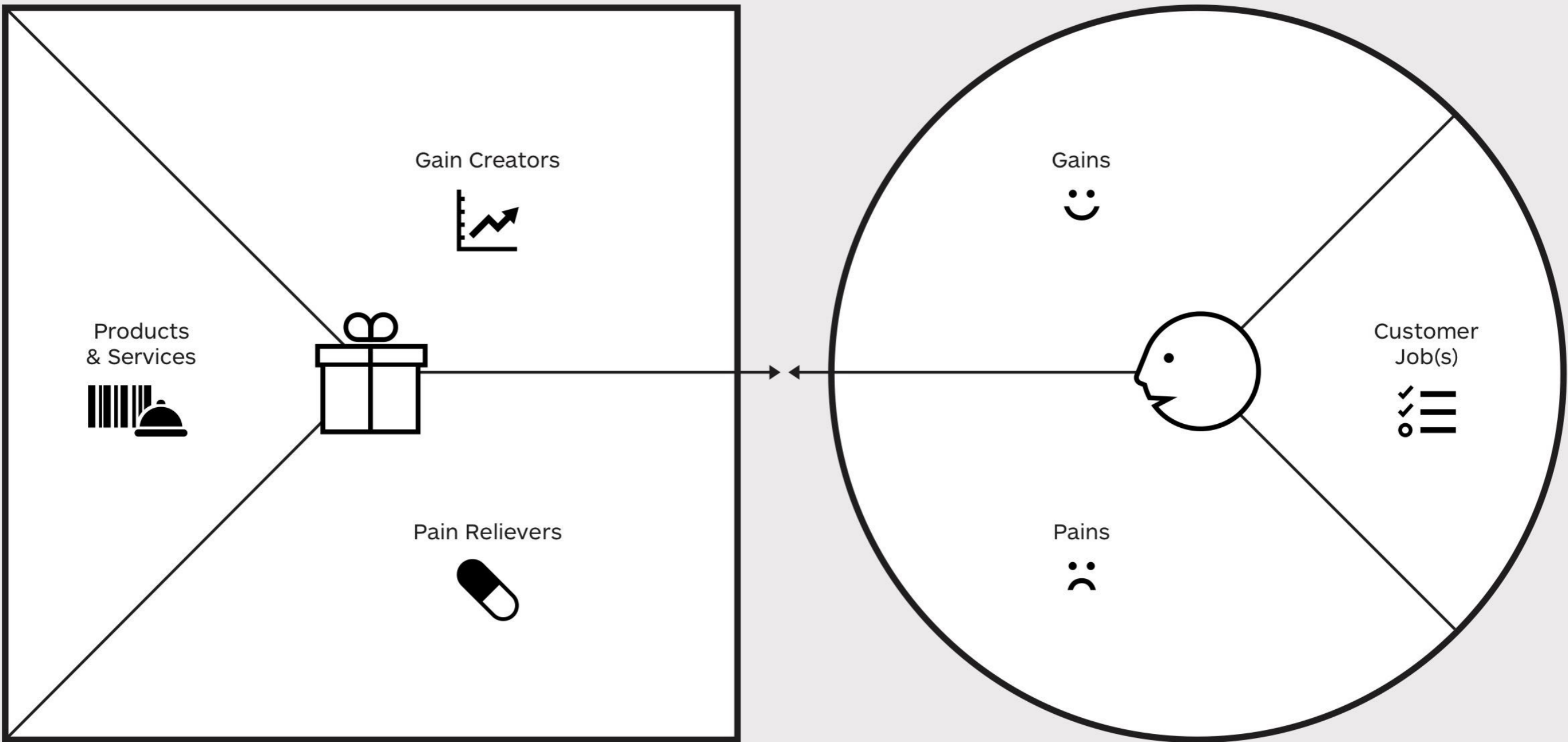
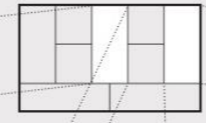
Where to find new tools for organization in education ?

- Organisations that must find efficient solutions rapidly
- Fastest moving field of today's business : start-ups
- Adapt start-up tools to education
- The exemple of the implementation of technology

Case study : how to implement technology at school ?

- School directions tend to implement technology by advertising expected advantages : students motivation, easiness of use for the students, gamification of learning, autonomy of students, easier assessment, more creative teaching
- What happens if the implementation of technology is thought like the activity of a start-up ?

The Value Proposition Canvas

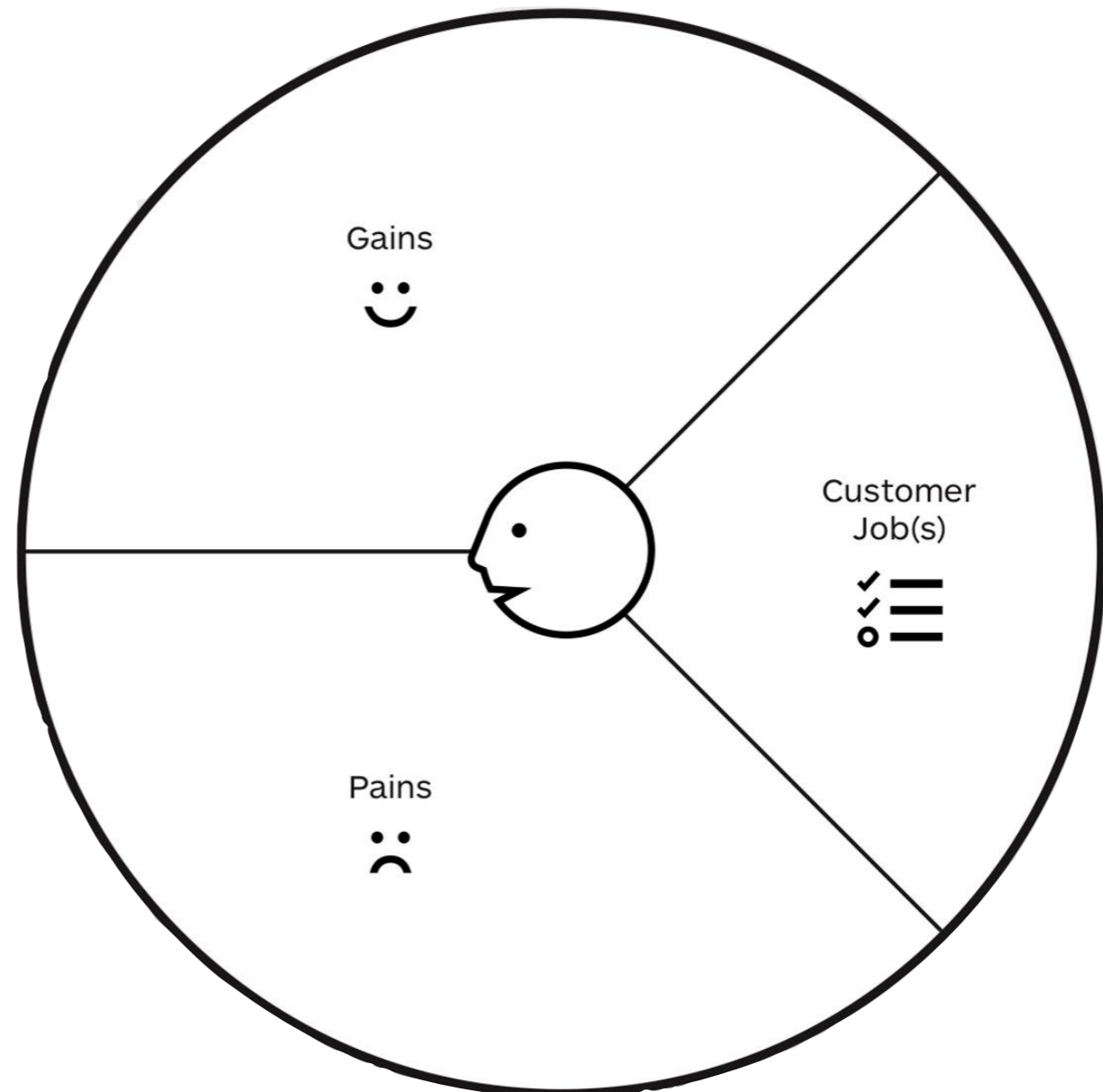


Understand your customers

UNDERSTAND the jobs of a target group

UNDERSTAND the pains caused by their realization

REVEAL the gain expected from the implementation of a solution



Trap

Developping a solution before knowing what the problems of your clients are is the biggest trap

Consider the following jobs for teachers to implement technology

1. Imagine your lesson
2. Define smart objectives for your lesson
3. Prepare technology before your lesson
4. Use technology during the lesson

How do you think teachers rank the jobs?

	Less useful	Very useful
Very difficult		
Less difficult		

Actual answers

	Less useful	Very useful
Very difficult	2	3
Less difficult	1	4

Rank the gains

Technology is easy to use

Technology helps the progress of students

Technology makes assessment easier

IT support is available

Classes are easier to manage

Students are more motivated

Technology makes preparation easier

Actual Ranking

IT support is available	75%
Technology helps the progress of students	71%
Technology makes preparation easier	65%
Students are more motivated	56%
Classes are easier to manage	44%
Technology makes assessment easier	44%
Technology is easy to use	44%

How should technology be implemented?

- IT is the number one concern of teachers using technology
- IT support availability is the number one demand of teachers using technology
- The gains usually advertised by school directions are not key to success interns of implementation
- A report on a solution implemented independently brings provides supplementary evidence

Conclusions

- The use of a business-originated tool provides key elements to help school to plan a successful direction
- Business-originated tools come from deeply-rooted human capacities, not from the commercial dimension of business
- There must be no ethical dilemma when it comes to use business-originated methods to empower education